



# Mark Scheme (Results)

June 2019

Pearson Edexcel Level 1/Level 2 GCSE (9–1)  
in English Language (1EN0)

Paper 2: Non-fiction and Transactional  
Writing



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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

## Marking guidance – specific

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

## Paper 2 Mark Scheme

The table below shows the number of raw marks allocated for each question in this mark scheme.

Component	Assessment Objectives						Total marks
	A01	A02	A03	A04	A05	A06	
Component 2 – Non-fiction and Transactional Writing							
Question 1	2						2
Question 2	2						2
Question 3		15					15
Question 4	1						1
Question 5	1						1
Question 6				15			15
Question 7a	6						6
Question 7b			14				14
Question 8 or 9					24	16	40

## Section A: Reading

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	Accept any <b>two</b> of the following answers, based on lines 1-2: <i>(further on) along the front, clutch, large, (virtually) indistinguishable, vacancy signs (perched in their windows).</i>	(2)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on lines 5-10. <b>Quotations and candidate's own words are acceptable.</b>  For example: <ul style="list-style-type: none"> <li>• 'white-haired' (1)</li> <li>• 'widow' (1)</li> <li>• a kind woman (1)</li> <li>• 'fondness for children' (1)</li> <li>• a man with a 'grasping manner' (1)</li> <li>• a man smoking a cigarette (1)</li> <li>• a man with the 'sort of cough that makes you wonder where he puts the phlegm' (1)</li> </ul>	(2)

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses. **Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.**

Question Number	Indicative content
3	<p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>• the writer uses a collective noun to show the close nature of the guesthouses: 'a clutch of guesthouses'</li> <li>• adverbs are used throughout the text to create interest in and emphasis on description: 'virtually', 'instantly', 'gloomily', 'intelligently', 'grubbily'</li> <li>• powerful verbs are used to create a sense of adventure and to contrast with the norm: 'heightened', 'turn and flee', 'emerged', 'revealed', 'illuminated'; contrasting with: 'choose', 'knew', 'said'</li> <li>• personification is used to relate the guesthouses and their facilities to the reader, creating irony in the appearance versus reality of them: 'there stood a clutch of guesthouses', 'another boasted, in special jaunty italics', 'its board promised a colour TV and coffee-making facilities'</li> <li>• the contrasting description of the typical proprietors prepare the reader for what is to come, contrasting clean purity of: 'snowy sheets and sparkling bathroom porcelain' with dirty and grubby 'drooping fag' and 'the sort of cough that makes you wonder where he puts the phlegm'</li> <li>• description with double or triple adjectives is used to create emphasis and humour: 'special jaunty italics', 'mysterious ceiling stains', 'single ill-fitting sash windows', 'curling floor tiles'</li> <li>• the use of adverb and superlative together creates emphasis and irony: 'the very most you could hope for was hot and cold in all rooms'</li> <li>• references to the senses create vivid descriptions: 'heightened my sense of unease and doom', 'looked reasonable enough', 'mildewy pong', 'faintly illuminated by a distant light'</li> <li>• the writer uses formal, literary language to create a sense of narrative: 'stayed my retreat', 'little short of a swindle', 'out of the question'; this contrasts with some use of informal, colloquial language which has a casual, relaxed effect: 'drooping fag', 'pong', 'let me be charitable', 'muck'</li> <li>• alliteration is used to create interest and emphasis: 'short of a swindle', 'single ill-fitting sash window', 'corner and crack'</li> <li>• the image of 'those mysterious ceiling stains that bring to mind a neglected corpse in the room above' creates a sense of a horror story</li> <li>• metaphor is used to emphasise the negativity: 'Fingers of icy wind slipped through the single ill-fitting sash window'.</li> </ul> <p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>• the extract is structured as a narrative, starting with the idea of a choice that has the potential to go badly, for example the writer uses a conjunction to start a sentence at the end of the first paragraph, creating a sense of foreboding: 'Such, I felt gloomily certain, would be the case tonight'</li> <li>• the use of a question contrasts with the statements in the text and creates a sense of the reader being involved in the decision: 'How could I possibly choose intelligently among such a range of options?'</li> <li>• the writer uses contrasting sentence length, using long sentences to layer description for the reader and one short sentence for impact: 'Well, it's so hard to say no'</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• the use of the lists of amenities brings description to life with precise details: 'Colour TV', 'En Suite All Rooms', 'Hospitality Trays', 'satellite TV and a trouser press', 'colour TV and coffee-making facilities'</li><li>• the brief dialogue between the writer and the proprietor creates humour and contrast with the detailed description</li><li>• the writer uses dashes and ellipsis to emphasise points and create humour: 'Current Fire Certificate' – something I had never thought to ask for in a B&amp;B', '– its board promised a colour TV and coffee-making facilities, about all I require these days for a lively Saturday night –', '– let me be charitable –'</li><li>• the text uses coordinated structures to layer the negative description: 'damp plaster and peeling wallpaper', 'grubbily matted carpet and those mysterious ceiling stains', 'curling floor tiles and years of accumulated muck'.</li></ul> |
|--|---|

**(15 marks)**



Level	Mark	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>Limited comment on the text.</li> <li>Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>Comment on the text.</li> <li>Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>Explanation of the text.</li> <li>Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>Exploration of the text.</li> <li>Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>Analysis of the text.</li> <li>Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>4</b>	Accept any reasonable answer based on lines 7-11. <b>Quotations and candidate's own words are acceptable.</b>  For example: <ul style="list-style-type: none"> <li>• 'shower curtains with handprints from former guests'</li> <li>• toilets that are dirty</li> <li>• a horrible smell in the rooms</li> <li>• 'the same size as a cabin on a cruiseliner'</li> <li>• the bed is so small guests had to sleep on the floor.</li> </ul>	<b>(1)</b>

Question Number	<b>AO1: Identify and interpret explicit and implicit information and ideas</b>	Mark
<b>5</b>	Accept any reasonable answer based on lines 16-17. <b>Quotations and candidate's own words are acceptable.</b>  For example: <ul style="list-style-type: none"> <li>• the staff are 'friendly and helpful'</li> <li>• comfortable beds</li> <li>• comfortable bedding</li> <li>• the restaurant is 'nice to relax with a beer'.</li> </ul>	<b>(1)</b>

Question Number	Indicative content
6	<p>Reward responses that evaluate how successfully the writer shows different opinions.</p> <p><b>References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the extract uses a significant number of quotations, successfully giving different opinions and suggesting these are separate to the writer's views</li> <li>• the opening of the extract gives weight to the critical opinions by saying 'Critical comments date back several years' and by saying that they are recent</li> <li>• the writer consistently highlights that the opinions given are specific to 'TripAdvisor' by referencing it several times</li> <li>• the writer effectively maintains a neutral view by keeping a third-person perspective until the end of the extract, when her view comes through in the description of the 'grease-smearred menu' and the disparaging: 'That's if the food arrives'</li> <li>• the potential experience of the royal couple is used to suggest positive views: 'William and Kate have said that they are 'delighted' to be staying', 'William and Kate will be staying in the best room of the bunch'</li> <li>• the guests giving opinions are faceless and nameless, successfully suggesting that opinions are potentially untrue or irrelevant: 'some TripAdvisor users', 'One previous guest', 'many TripAdvisor users', 'one TripAdvisor use a second'</li> <li>• the references to the royal couple also effectively links the opinions to the wider public, creating a personal connection to the opinion: 'The royal couple, who will stay at the hotel without their children, may also struggle to get a good night's sleep'</li> <li>• the subjectivity of opinion is effectively presented in use of verbs such as 'alleging' and phrases such as 'doesn't appear to' and 'may also struggle'</li> <li>• the vague references to 'some' and 'many' are successfully contrasted with references to more specific guests giving opinions: 'an especially enthusiastic patron', 'One enraged guest', 'a particularly puzzled guest'</li> <li>• negative opinion is presented as being more important than positive opinion through the detail in the negative comments and the suggestion that there are 'difficulties when it comes to assessing the veracity and accuracy of negative reviews'</li> <li>• negative and positive opinions are presented, suggesting the subjectivity of the experiences: "friendly and helpful", another praises the 'comfy beds and linens', and advises that the restaurant is 'nice to relax with a beer'</li> <li>• the focus towards the end of the extract on negative views makes the writer less successful at presenting varied opinions, as the extract ends with two negative comments.</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

Level	Mark	<b>AO4: Evaluate texts critically and support this with appropriate textual reference</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• Analysis of ideas, events, themes or settings.</li> <li>• Well-informed and developed critical judgement is offered about the text.</li> <li>• The selection of references is appropriate, detailed and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• Evaluation of ideas, events, themes or settings.</li> <li>• There is a sustained and detached critical overview and judgement about the text.</li> <li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li> </ul>

Question Number	Indicative content	
7(a)	<p><b>Candidates must draw on BOTH texts to access marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the places to stay described have helpful, welcoming staff: in Text 1 there is 'a white-haired widow with a kindly nature and a fondness for children' and in Text 2 staff are described as "friendly and helpful" and there is "excellent courteous service"</li> <li>• the places to stay also have staff described in negative terms: in Text 1 'a guy with a grasping manner, a drooping fag' and the 'unenthusiastic' proprietor and in Text 2 there is reference to "poor-quality staff"</li> <li>• the places to stay described have various amenities: in Text 1 "Colour TV", 'En Suite All Rooms', 'Hospitality Trays", 'colour TV and coffee-making facilities', and in Text 2 "comfy beds and linens", 'the restaurant is 'nice to relax with a beer"</li> <li>• the places to stay described are expensive for what they offer: in Text 1 the writer is offered 'a single room with breakfast...for £19.50' and in Text 2 the most expensive room costs 'from £153 a night'</li> <li>• both places to stay featured are described as being smelly: in Text 1 the guesthouse has the 'mildewy pong of damp plaster and peeling wallpaper' and in Text 2 the reviews say that 'carpeted bathrooms 'smell like cooking at mealtimes" and comment on 'the 'putrid' stink in the rooms'</li> <li>• both places to stay featured have dirty bathrooms: in Text 1 the writer says the bathroom has 'years of accumulated muck' and in Text 2 reviews comment on 'shower curtains with handprints from former guests, dirty lavatory bowls'</li> <li>• both places to stay featured have limited hospitality. In Text 1 the writer comments that 'There was a tray of coffee things but the cups were – let me be charitable – disgusting and the spoon was stuck to the tray' and Text 2 describes 'the absence of wine glasses, and 'absolute minimum number' of cutlery'</li> <li>• both places to stay featured have broken furnishings: in Text 1 the curtains in the writer's room 'came nowhere near meeting in the middle' and in Text 2 guests comment on a 'broken whirlpool' and 'a missing bath plug'.</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>	
Level	Mark	AO1: Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Limited understanding of similarities.</li> <li>• Limited synthesis of the two texts.</li> <li>• The use of evidence is limited.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Sound understanding of similarities.</li> <li>• Clear synthesis of the two texts.</li> <li>• The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Detailed understanding of similarities.</li> <li>• Detailed synthesis of the two texts.</li> <li>• The selection of evidence is appropriate and relevant to the points being made.</li> </ul>

In responses to the following question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

**Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.**

Question Number	Indicative content
<b>7(b)</b>	<p>Reward responses that compare how each writer presents ideas and perspectives about staying in a guesthouse/hotel.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both texts emphasise the importance of cleanliness when staying at a guesthouse/hotel: in Text 1 the writer suggests preference for a place that has 'sparkling bathroom porcelain', while Text 2 refers to 'scathing' comments from guests about 'shower curtains with handprints from former guests, dirty lavatory bowls'</li> <li>• both texts use language to show negative views: in Text 1 the writer refers to the guesthouse as 'a dismal place', using negative adjectives such as 'mildewy', 'damp', 'peeling', and in Text 2 negative adjectives are used such as 'vitriolic', 'enraged', 'broken', 'grease-smear'd'</li> <li>• both texts show the importance of friendly staff in the experience. In Text 1 the writer comments on the 'unenthusiastic' proprietor, and Text 2 refers to "poor-quality staff"; however, Text 2 does have some positive comments about staff: "friendly and helpful"</li> <li>• both texts suggest that people accept their poor experiences at the time: in Text 1 the writer says 'I said 'That sounds fine,' and signed in. Well, it's so hard to say no', while Text 2 refers to people leaving negative feedback after their stays: 'One previous guest...claimed that the bed was so small they were forced to sleep on the floor' and 'one TripAdvisor user talks about a broken whirlpool'</li> <li>• both texts use cost to show the limited value for money: in Text 1 the writer describes the cost as 'a larcenous price' and Text 2 describes the most expensive room as being 'the Premium King Jacuzzi room which costs from £153 a night', but comments that people have complained about it</li> <li>• both texts use sensual language to show the effects of the experiences: Text 1 comments on a 'mildewy pong', that the room is 'cold and cheerless' and the bathroom is 'faintly illuminated'. Text 2 also comments on a "putrid' stink' and the noise outside the hotel: "we could constantly hear a door banging"</li> <li>• Text 1 comments on experience of one room only and from the perspective of one person, while Text 2 comments on different rooms and the restaurant from the perspective of a number of different guests</li> <li>• in Text 1 the writer has a choice of places to stay from the 'clutch of guesthouses', whereas in Text 2 there is only one hotel commented on</li> <li>• Text 1 presents the writer's opinion of his experience as fact, whereas Text 2 comments that there are 'difficulties when it comes to assessing the veracity and accuracy of negative reviews'</li> <li>• Text 1 presents a completely negative viewpoint, whereas Text 2 presents some positive feedback: 'One describes the staff as 'friendly and helpful', another praises the 'comfy beds and linens', and advises that the restaurant is 'nice to relax with a beer'".</li> </ul> <p style="text-align: right;"><b>(14 marks)</b></p>

Level	Mark	<b>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	12–14	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>

## Section B: Transactional Writing

**Refer to the writing assessment grids at the end of this section when marking Question 8 and Question 9.**

Question Number	Indicative content
<b>*8</b>	<p><b>Purpose:</b> to write a letter of application to inform and persuade.</p> <p><b>Audience:</b> the writing is to a guesthouse/hotel. The focus is on communicating ideas about why the guesthouse/hotel should offer the writer a position. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as a formal letter. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• offer reasons why the writer wants to work at a guesthouse/hotel, for example reputation, challenge, range of opportunities, to make a difference</li> <li>• explain what skills and knowledge the writer has that will be useful, for example customer service, communication skills, health and safety awareness, high standards of cleanliness, commitment, hard-working</li> <li>• offer comments on what difference the writer could make to the guest experience, for example responsiveness, ethos, values, customer focus, the personal touch, family orientated support.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>



Question Number	Indicative content
*9	<p><b>Purpose:</b> to write an article for a newspaper to inform or advise.</p> <p><b>Audience:</b> newspaper readers. Candidates can choose which newspaper they are writing for. The focus is on communicating ideas about making the best of a bad situation. This can involve a range of approaches.</p> <p><b>Form:</b> the response should be set out as an article using organisational features. Some candidates may use stylistic conventions of an article such as subheadings or occasional use of bullet points. Candidates do not have to include features of layout like columns or pictures. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• identify and explain what potential bad situations people can be in, for example staying in an unpleasant venue, having to do something they do not want to do, being stuck somewhere, being late or missing an appointment, forgetting something</li> <li>• identify and explain possible causes of a bad situation, for example not preparing enough, external factors, poor time-keeping</li> <li>• offer ideas on how people can make the best of the situation, for example, being open and honest with people, making a complaint, making their feelings clear, keeping people informed, being adaptable.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

### Writing assessment grids for Question 8 and Question 9

AO5:		
<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• provides no rewardable material</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• offers a basic response, with audience and/or purpose not fully established</li> <li>• expresses information and ideas, with limited use of structural and grammatical features</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <li>• shows an awareness of audience and purpose, with straightforward use of tone, style and register</li> <li>• expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features</li> </ul>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <li>• selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register</li> <li>• develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear</li> </ul>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <li>• organises material for particular effect, with effective use of tone, style and register</li> <li>• manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text</li> </ul>
<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <li>• shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register</li> <li>• manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>

<b>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</b>		
<b>Level</b>	<b>Mark</b>	<b>The candidate:</b>
	0	<ul style="list-style-type: none"> <li>provides no rewardable material</li> </ul>
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>uses basic vocabulary, often misspelled</li> <li>uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants</li> <li>uses punctuation with control, creating a range of sentence structures, including coordination and subordination</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>uses a varied vocabulary and spells words containing irregular patterns correctly</li> <li>uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>uses a wide, selective vocabulary with only occasional spelling errors</li> <li>positions a range of punctuation for clarity, managing sentence structures for deliberate effect</li> </ul>
<b>Level 5</b>	13-16	<ul style="list-style-type: none"> <li>uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li> <li>punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>